DOCUMENT RESUME

ED 380 427 SP 035 794

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TITLE Integrating the Pieces. Instructional Strategies Series No. 18.
INSTITUTION Saskatchewan Instructional Development and Research Unit, Regina.; Saskatchewan Professional Development Unit, Saskatoon.
REPORT NO ISBN-0-7731-0274-4
PUB DATE 94
NOTE 58p.; For numbers 7-12, see ED 360 305-310; for numbers 13-18, see SP 035 789-794.
AVAILABLE FROM Saskatchewan Book Bureau, 1500-4th Avenue, Regina, Saskatchewan S4R 8G8, Canada ($10 Canadian including shipping and handling; 7% tax on Canadian orders).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Classroom Techniques; Cognitive Style; Educational Assessment; Educational Objectives; *Educational Planning; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Instructional Development; Instructional Improvement; *Integrated Activities; Integrated Curriculum; Learning Activities; *Lesson Plans; Student Needs; *Teaching Methods
IDENTIFIERS Saskatchewan

ABSTRACT

This booklet is designed to help teachers integrate curriculum, strategies, evaluation, and learners' needs within the context of the larger education picture and to encourage teachers to revisit the fundamentals of education in light of professional teaching experience. The booklet includes places for the reader to record his/her own thoughts and a chance to develop a unit or lesson plan to use with students. An early chapter offers a chance at personal reflection on professional habits of planning. The next section looks at factors that influence instruction such as classroom management and environment. A section on objectives and goals defines six types of curriculum objectives. A section on choosing strategies reviews options, offers teaching strategies summary charts, and discusses lesson plans. The next section looks at assessment in the light of objectives. A section on making it all come together discusses environment and learning styles. The next section looks at planning and considers different stages and types of planning and suggests sample planning formats. Appendices contain a list of strategies and activity ideas, a lesson plan form, and a sample learning unit. (Contains 33 references.) (JB)

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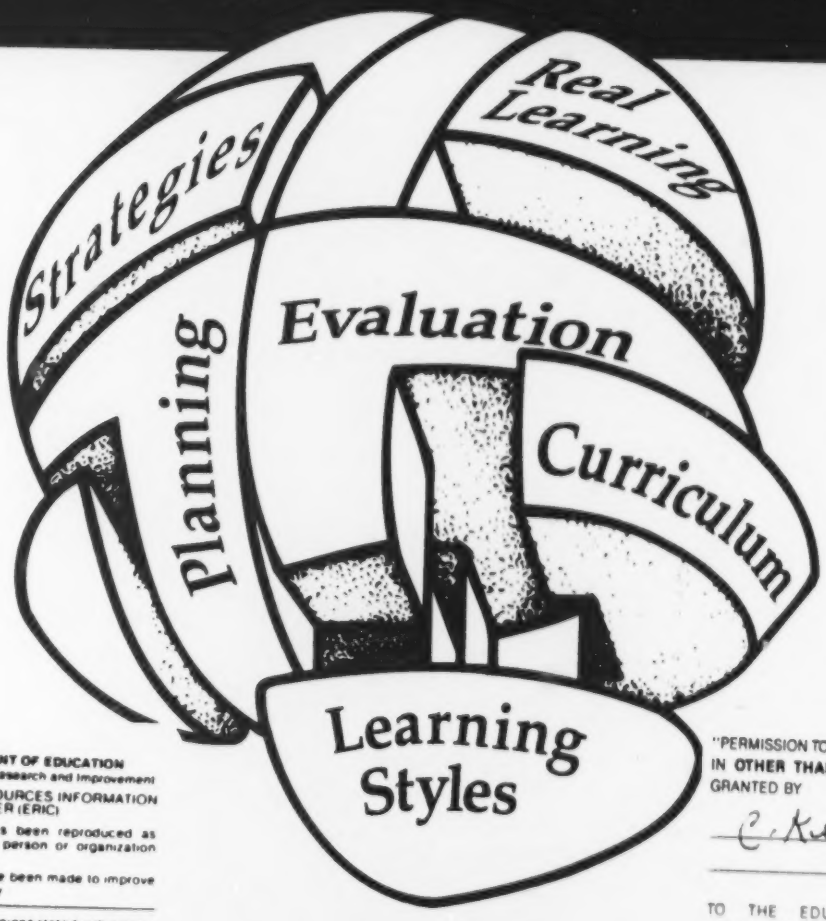

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The Pieces

SP035794

Instructional Strategies Series No. 18

Saskatchewan Professional Development Unit • Saskatchewan Instructional Development and Research Unit

Prepared for

The Saskatchewan Professional Development Unit

and

The Saskatchewan Instructional Development and Research Unit

by

Mills Consulting

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The Saskatchewan Professional Development Unit
and
Saskatchewan Instructional Development and Research Unit

ISBN 0-7731-0200-0 (series)
ISBN 0-7731-0274-4 (No. 18)

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oreword

Moving theory into practice, the documents in the Instructional Strategies series are written with experienced teachers in mind - professional people choosing to expand their own repertoires.

Working with an advisory committee of practising teachers and consultants, authors research and develop each topic thoroughly, distilling theory into practical applications. The resources listed in each document are provided for readers who want to delve deeper into the Strategy, further developing their teaching practices and philosophies of education.

These interactive documents are intended to leave readers with a feeling of "Yes, I can try this with my students!"

We hope you enjoy working with this resource. Your comments and suggestions are always appreciated.

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Acknowledgements

Integrating the Pieces is a resource that benefitted from the thoughts of many. Thank you to...

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SUMMARY

Why read Integrating the Pieces?

- *to integrate initiatives*
- *to re-examine planning*
- *to enhance your effectiveness in the classroom*
- *to challenge traditional thought*
- *to consider new information*

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Introduction

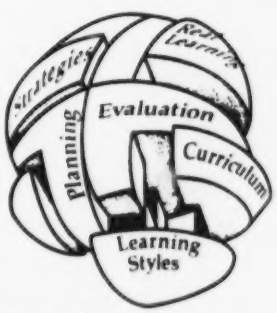
During the past two years, Robin, a high school teacher has attended inservice sessions on "Discipline with Dignity", "People Types & Tiger Stripes", the new Social curriculum, student portfolios, and "A Slice of Reality through Games, Role Play and Simulation".

Kelly, who teaches in the nearby elementary school, has attended sessions on mainstreaming, the new Language Arts curriculum , "Something for Every One - Individualizing in the Classroom", "Opening the Door to Cooperative Learning", student self-evaluation, and "Using Math Manipulatives in the Middle Years".

Both are feeling frustrated by all the loose ends and the expectations to pay special attention to all these new things. They still have to TEACH every day.

What inservice sessions have you attended in the past two years?

Which ones have you found most valuable in your teaching?



Ironically, it is through the act of planning and teaching that these apparently scattered topics come together to get the ball in play.

Integrating the Pieces explores teaching and learning in the classroom where all players can be winners when the rules are clear, the goals are understood and agreed to, and the strategies are planned. Reflections and assessment are ongoing for all players on the team.

Players bring special qualities with them onto the field and these qualities are respected and valued in the learning game. The sense of team and community are integral to the outcome of the experience.

Integrating the Pieces is an opportunity to:

(1) integrate curriculum, strategies, evaluation, and the learners' needs within the context of the game—the bigger picture of education; and

(2) reacquaint yourself with the fundamentals of the game through experienced eyes

Observing others plan...

When planning with other teachers and watching others plan, I have observed that the first questions asked are about topic and grade level. The focus then shifts to strategies, interesting activities, and available resources. Sometimes the discussion ends after organizing the procedures. Sometimes it progresses to evaluation and assessment. Experienced teachers seem to have internalized the learners' needs in their planning discussions once the grade level has been stated. Occasionally "special" students will be mentioned. It is the consideration of the learner that makes a lesson or unit meaningful—a home run!

2
Evaluation & Assessment
HOW we teach Teaching Strategies
3
Consider planning like running the bases in a baseball game. The bases provide an opportunity to reflect and plan the next stage. In this document you will find places to record your own thoughts and ideas. By the end of Integrating the Pieces you will have had an opportunity to complete a unit or lesson plan to use with your students.
1
WHY we teach what we do The Learner
WHAT we teach & WHY Curriculum & Objectives
Home Plate

Batter's Up!

Home Plate

Although every time the batter approaches the plate it is a new experience, many aspects of the game remain the same whether it is the batter's first time or hundredth time. The bases are in the same places, the fielders have the same positions and the rules are the same.

What changes is the batter's approach to the game. The novice may feel more nervous and anxious than the seasoned players who are more comfortable with the game and their abilities. The rules have been internalized and the plays are familiar.

Although this makes the player more comfortable, it may also take the edge off, the edge that can enhance performance.

As a teacher of ten years, I too, had become comfortable, as a result of my previous experience and accumulated resources. I knew my strong points and used those to advantage while avoiding those things that didn't seem to work for me.

The students came and went, and the years passed. I still think that some of my best teaching years were the earliest ones—for me and my students—because of high energy levels and attention to planning.

Curriculum guides were thin back then and easily lost in forgotten cupboards. Available resources (including texts) and things of interest to us guided the classroom "curriculum".

I was curious about different ways of teaching, learned new strategies, and tried them in the classroom. The successful ones have stayed with me and those that didn't seem to work were left behind.

Consider something you have recently learned. How did you learn about it? What are your needs as a learner? How do you learn best?

After a few years of teaching, I became interested in learning styles—probably in response to those things that hadn't worked with all students! I became aware of the different ways we learn, and more aware of my own learning style and how this affected how I taught.

At first I paid a great deal of attention to individual learner's styles and then came to realize that it wasn't so much that I cater to each different style but that I acknowledge there are differences and plan accordingly. Variety, choices, and options began to color my unit plans.

I have developed a few file boxes of "tried and true" units that have been successful with several classes. They seem to be those units that centered around a project or theme interesting to the students and allowed for many individual expressions depending on the individual student's capabilities, needs, and interests.

What has really "worked" in your classroom?

What is in your "tried and true" box?

Evaluation and assessment have guided my decisions about what to teach next. I remember realizing that testing at the end of a unit helped me to identify what I still needed to teach! Formative tests began to occur earlier in the unit so we could further develop concepts that were still fuzzy. Assessments could be carried out at the end of the unit through special projects—plays, science fairs or demonstrations, multicultural events, murals, models, stories, posters, speeches—opportunities for my students to "show what they know."

As a novice, I experienced the nervous anticipation and enthusiasm fueled by anxiousness. As the seasoned player, I approached the game in a much more practical, informed way.

I have recently chosen to play in a different league and have become a novice once again. I have found myself re-examining strategies, evaluation and assessment, curriculum, and the learner's needs.

The critical elements in the teaching-learning exchange, regardless of the age of the students you are teaching or the curriculum you are using, come together in planning.

Our plans fulfill a variety of needs:

- our own organization in the classroom
- a guide for substitutes
- a reference for administrators
- an archive of our school years
- a source of ideas for the future
- a framework for our students

Our plans also take a variety of forms which reflect these needs:

- yearly planning
- term planning
- unit planning
- daily planning
- lesson planning

Our planning also happens in many different ways:

- in the shower
- travelling to school
- on a napkin over lunch
- in a day book
- on forms
- on submitted timetables

Development can no longer be described as progressing from simple to complex or from single systems to integrated systems. More and more functions are found to be complex at the beginning...

"Babies 'not what we thought' researcher says ...",
Brain mind and common sense (JANUARY, 1993)

pproaching the Plate

Home Plate

Factors that Influence Instruction

As the batter approaches the plate, there is an opportunity to focus in, to concentrate on the game...getting the feel of the bat, eyeing up the field, the angle of the sun, the factors that might influence performance.

Coming up to the plate the batter is also making decisions—bunt, hit a grounder, fly, pop, line drive—based on the situation in the game and personal capabilities.

The teacher is also a decision maker. The decisions teachers make are also influenced by the situation or context in the classroom and personal capabilities—under the umbrella of personal theories of teaching.

There are factors in the classroom that influence instruction.

The learning environment:

- stimulating
- flexible and orderly
- supportive
- challenging
- accepting
- open
- respectful
- equitable
- safe

In the course of two decades, so many studies showed that Bloom was correct in his assumption that under appropriate conditions almost all students could learn...

(PRATT, 1994)

The genuinely good school does not diminish individual differences, it expands them.

(EISNER, 1991)

The facilities, equipment and materials

- safe
- flexible
- clean and orderly
- stimulating
- comfortable
- healthy
- colorful and attractive
- current

Some few years ago I was looking about school supply stores in the city, trying to find desks and chairs which seemed thoroughly suitable from all points of view—artistic, hygienic and educational—to the needs of the children. We had a great deal of difficulty in finding what we needed, and finally one dealer, more intelligent than the rest, made this remark: 'I am afraid we have not what you want. You want something at which children may work; these are all for listening.' That tells the story of traditional education.

(JOHN DEWEY, 1902)

The teacher's philosophy towards education and students determines the learning environment to a large extent.

What is "teaching" to you?

What is the role of the teacher?

What is the role of the student?

Personal Theories of Teaching (Fox, 1983)

	Transfer Theory	Shaping Theory	Travelling Theory	Growing Theory
Verbs commonly used	Convey, impart, implant, imbue, give, expound, transmit, put over, propound, tell.	Develop, mold, demonstrate, produce, instruct, condition, prepare, direct (give orders).	Lead, point the way, guide, initiate, help, show, direct (show the way).	Cultivate, encourage, nurture, develop, foster, enable, help, bring out.
The subject matter	Commodity to be transferred, to fill a container.	Shaping tools, pattern, blueprint.	Terrain to be explored. Vantage points.	Experiences to be incorporated into developing personality.
The student	Container to be filled.	Inert material (clay, wood, metal) to be shaped.	Explore.	Developing personality, growing plants.
The teacher	Pump attendant, food processor, barmaid.	Skilled craftsman working on raw material or selecting and assembling components.	Experienced and expert companion. Guide. Provider of travelling aids.	Resource provider. Gardener.
Standard teaching methods	Lectures, reading lists, duplicated notes.	Laboratory, workshop, practical instructions like recipes. Exercises with predictable outcomes.	Simulations, projects, etc. Exercises with unpredictable outcomes. Discussion, independent learning.	Experiential methods similar to travelling theory but less structured and more spontaneous.
Monitoring progress	Measuring and sampling contents of vessel.	Checking size and shape of product.	Comparing notes with travelling companion.	Listening to reflections on personal development.
Explanations of failure – teacher's view	Leaky vessels, small container.	Flawed, faulty raw material.	Blinkered vision, lack of stamina Unadventurous, lethargic.	Poor start, inadequately prepared, no will to develop.
Explanations of failure – student's view	Poor transfer skills, poor aim.	Incompetent craftsman. Poor or missing blueprint.	Poor guides, poor equipment, too many restrictions on route.	Restricted diet, unsuitable food, Incompetent gardener.
Attitude to training	Need simple skills of transfer.	Need shaping to British Standard Teacher.	Need skills of expert guide as knowledge of terrain.	Need skills of diagnosing needs of individual plants.

Howard Gardner (1991) sees a skilled teacher as a curriculum broker vigilant for resources to help students.

How you see yourself as a teacher has an impact on the decisions you make in the classroom.

Getting to First Base

Would you tell me, please," said Alice, "which way I ought to walk from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where..," said Alice.

"Then it doesn't matter which way you walk," said the Cat.

"...so long as I get somewhere," Alice added as an explanation.

"Oh, you're sure to do that," said the Cat; "if only you walk long enough.

FROM *ALICE IN WONDERLAND* (LEWIS CARROLL)

Stepping up to the plate, the batter knows more than Alice. The batter has an objective, a direction, a goal—to make it at least to first base. This can be accomplished by a bunt, a grounder, a fly, a solid hit, or a walk.

Curriculum GUIDES, a plan or blueprint for instruction (Pratt, 1994), now much thicker than they used to be, offer many suggestions for how to get to first base, and even to second and third. Our new guides are full of activities, strategies, evaluation and assessment ideas, and resource lists.

In the classroom, you must first know where you want students to go—what are your objectives, your goals?

How do you feel about "covering the curriculum" and "student learning"?

How do you use the curriculum guides? How do you make curricular decisions?

List topics your students study. Where did these topics come from? curricula? current events? issues? student interest?

Some quotes to ponder...

If there are universal laws of education, one must be that it is pointless to teach anything to a learner unless or until that learner can be motivated to learn.

(PRATT, 1994)

If your students are not interested in the curriculum—Why? If they are not interested in the material, then WHAT are they interested in?

(PRATT, 1994)

...reading, writing and arithmetic only take about one hundred hours to transmit as long as the audience is eager and willing to learn. The trick is to wait until someone asks and then move fast while the mood is on.

(GATTO, 1992)

Students seem to learn more easily when the content has direct relevance to their lives. "Why are we doing this?" is not an uncommon question in the classroom and it deserves a real response. There has to be a reason that is legitimate and meaningful for those students--and you—to warrant spending valuable time in studying a topic. Thinking in terms of six types of objectives can help but that is the beginning.

Six Types of Curriculum Objectives

❶ Knowledge objectives

knowing, remembering, understanding, or comprehending something

❷ Skill objectives

the capacity to perform some mental or physical operation

❸ Somatic objectives

a bodily, physiological, cellular change in a person

❹ Attitude objectives

a predisposition or orientation with positive or negative effect

❺ Process objectives

an instructional activity considered educative but without predetermined outcomes

❻ Experience objectives

an intrinsically valuable, meaningful, significant, memorable experience

Choose one of the topics you listed in the previous box and explore these six types of objectives for that topic. Examining objectives may answer "Why are we spending time on this?" The WHY is crucial to both you and your students.

Ask Yourself...

By the end of the lesson/unit/course/program:

- What knowledge do I want students to have?
- What skills do I want them to have?
- What attitudes do I want them to have?
- What experiences do I want them to have had?

For every curriculum, teachers need to ask: How can this curriculum enhance students' personal sense of meaning? How can it help students to develop as social beings?

(PRATT, 1994)

...teach all subjects in such a way as to bring out and make focal their social and personal aspects, stressing how human beings are affected by them, pointing up the responsibilities that flow from the inter-relatedness.

SIDNEY HOOK (DEWEY, 1975. P. XI)

Consider the following story - again from David Pratt's book *Curriculum Planning* (1994), an excellent resource:

> *"I talked once with a language arts teacher who had experienced this problem with a Grade 9 class. All of his students, he told me, could be classified as reluctant learners. They were streamed into a vocational track; they had experienced consistent failure in school; they did not want to be there; they did not want to cooperate; they did not want to learn. After two initial weeks of zero progress, he began to ask, if these students are not interested in what I want to teach, what are they interested in? He discovered that without exception, they were interested in rock videos. The following week he told the class that they were going to make rock videos. The students greeted this suggestion with skepticism. They couldn't sing; they couldn't play instruments; they didn't know how to use cameras; they didn't know anything about making films. He persevered. He borrowed the district's mobile sound studio. He showed the students how to lip-synch to rock music. He persuaded them to experiment with stage make-up. Their interest began to flicker, then to burn, then to blaze. They learned how to organize lighting, set design, and filming. Within two weeks, the class had all become involved in making several creditable videos. The class members, who earlier were regarded with scorn in the school, became stars. At the end of two weeks, the rock video project was completed and the class returned to the language arts curriculum. From that point on, there were no further problems with motivation."*

Is this teacher "covering the curriculum"? Probably...but how he is doing it is perhaps a little different. Themes with depth offer an opportunity to bring learning alive.

I have yet to find a person who sets out to learn about GST quarterly payments unless she or he has recently started a business or expects to help others by being an accountant. And even then the accountant will probably check a reference before beginning work for a client. Is the topic you chose in the last box one that interests your students? How will this make a difference to the student—right now!?

Are there some links that could be made to the real world to "hook" them in? Why do they need to know this?

What interests your students outside of school?

What are some current issues that could be studied in the classroom?

Moving to Second...

"Slide, lead off, race back?" These are the questions the player on first considers. The strategy for running is as important as the hit.

No curriculum teaches itself, it always must be mediated and teaching is the fundamental mediator.

(EISNER, 1991)

Everything is a nail if you only have a hammer.

(SOURCE UNKNOWN)

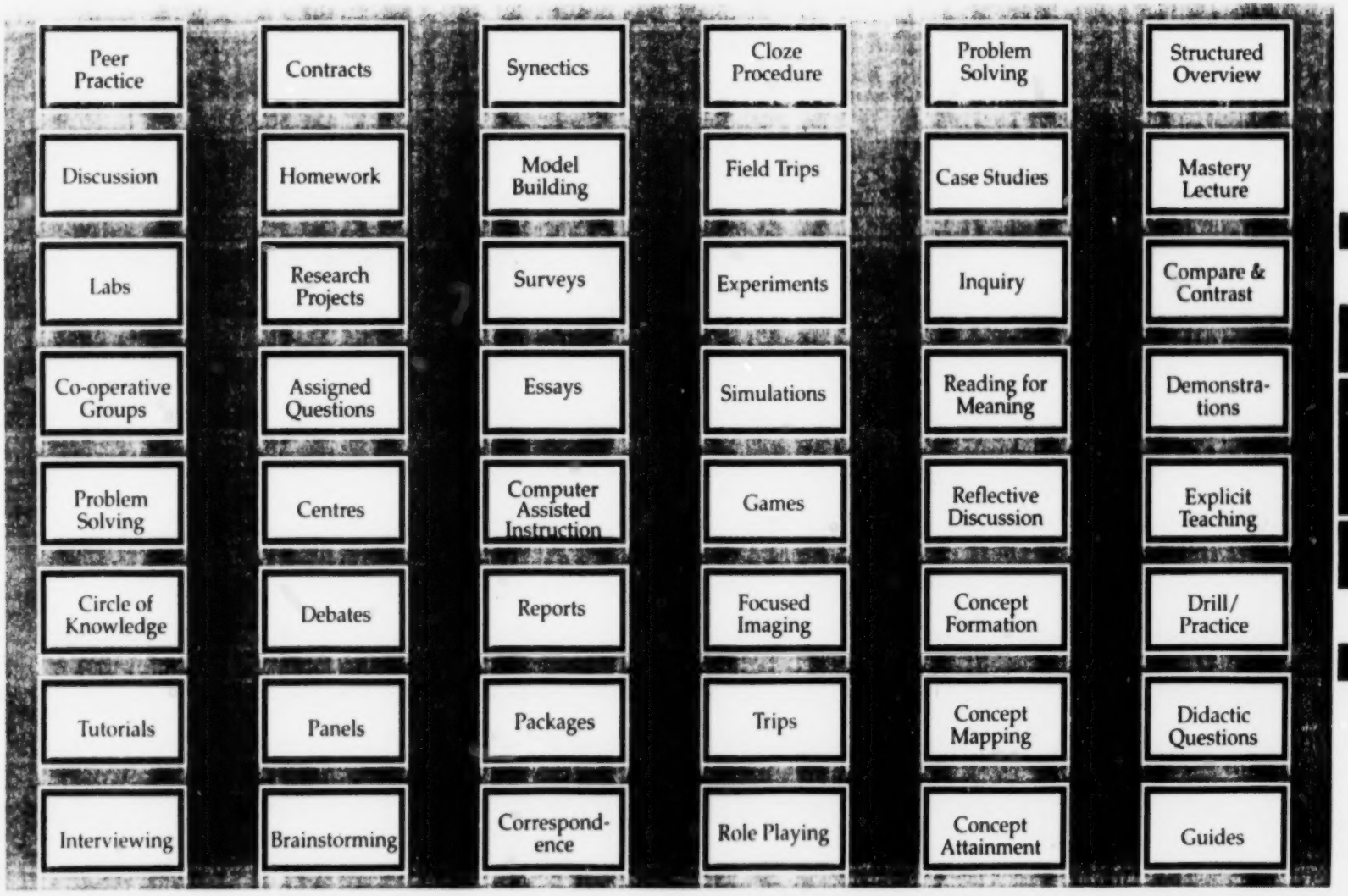
A skilled teacher is a person who can open a number of different windows on the same topic.

(GARDNER, 1991)

Selecting strategies is all about opening windows. Consider the following chart as many different windows. Check off the windows you have opened in the last two weeks when teaching:

- ❑ Direct Instruction - Teacher ⇨ Students
- ❑ Indirect Instruction - Teacher sets up situations but does not tell directly. Students make meaning for themselves.
- ❑ Interactive Instruction - Students interact with one another and the information. Teacher is more of an organizer and facilitator.
- ❑ Independent Study - Students interact more with content than with the teacher or classmates.
- ❑ Experiential Learning - Students experience and feel; they are involved.

(I had never noticed the endings before ... instruction, instruction, instruction, study, learning. Hmmm ...)



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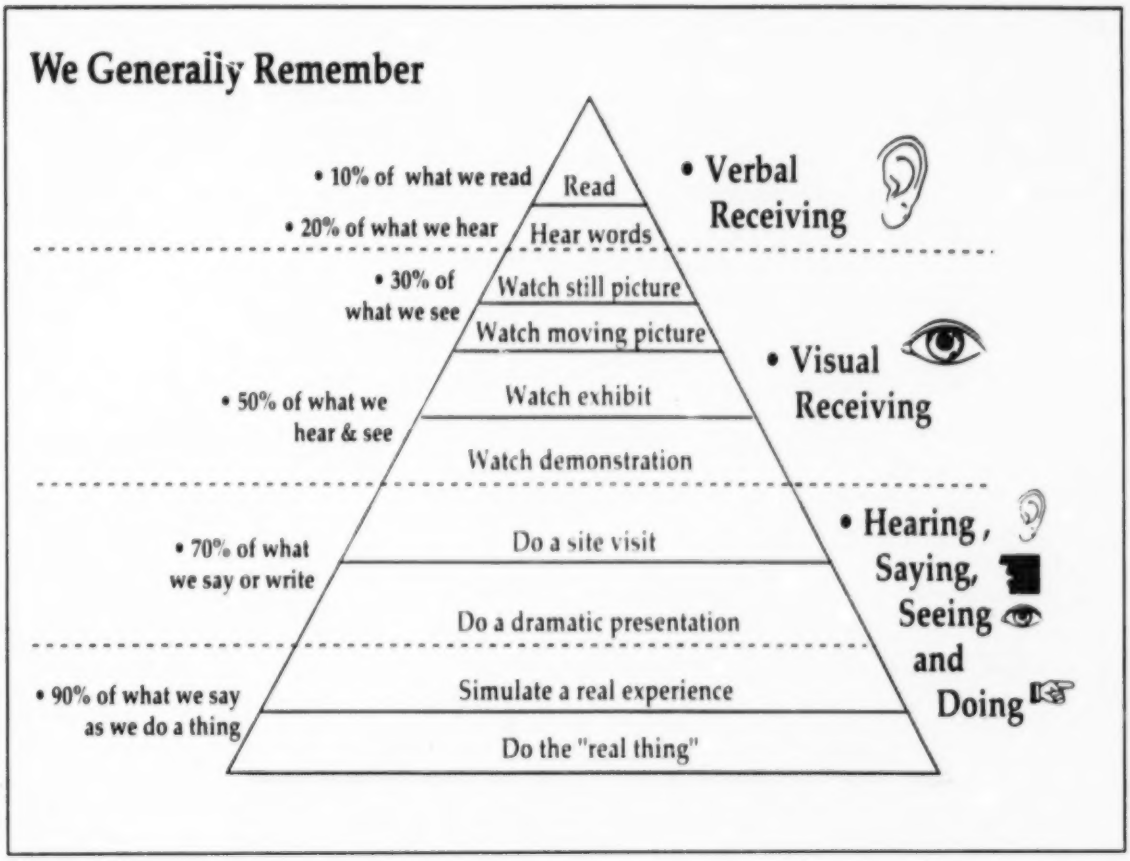
A class of education students at the University of Saskatchewan summarized what they perceived to be the advantages and disadvantages of each group of strategies in the following chart (there is space left in each category for you to add your own ideas:

Teaching Strategies

STRATEGY GROUP	ADVANTAGES	DISADVANTAGES
Direct Instruction	• quick • it's readily available • easy to get point across • lots of info is sent out • • • • •	• boring • one way, no interaction • not very motivating • info overload • suppresses creativity • not always retained • • •
Indirect Instruction	• kids are involved • kids take an active role • learn without knowing they are • develops empathy • retention of info is greater • • •	• prepare ahead • "test" at end of class • can get out of control • easier to get off topic • • • • •
Interactive Instruction	• fun • allows expressions or ideas • you interact • break down social/cultural barriers • motivating • learn better by doing • • •	• time consuming • partners that don't work • may increase tensions • may get off topic • • • • •
Independent Study	• challenging • move at your own rate • student directed • variety • • • •	• not always motivated • move at your own rate • harder to monitor progress • students may not have deep understanding • • •
Experiential Learning	• hands on • fun and creative • better retention • encourages cooperation • different outcomes • may learn more than you anticipated • • •	• may learn wrong things or not "right" things • time consuming • noisy, out of control • • • • •

Dale's Cone of Experience sheds more light on the topic. Perhaps our chart could be arranged in his cone ...

Edgar Dale's "Cone of Experience" can be found in *Educational Media* by Wiman and Mierhenry, Charles Merrill Publishers, 1969.


We Generally Remember
• 10% of what we read
Read
• 20% of what we hear
Hear words
• 30% of what we see
Watch still picture
Watch moving picture
• 50% of what we hear & see
Watch exhibit
Watch demonstration
• 70% of what we say or write
Do a site visit
Do a dramatic presentation
• 90% of what we say as we do a thing
Simulate a real experience
Do the "real thing"
• Verbal Receiving
• Visual Receiving
• Hearing, Saying, Seeing and Doing

The selection of strategies will be based upon the nature of the (desired) outcomes and the students' learning styles and needs.

(PRATT, 1994)

The mind is not a container to be filled but a fire to be ignited.

(PHITARCH)

There are strategies that are filling containers and there are those that ignite fires.

All strategies have a time and a place. The strategies that you choose depend on

- your objectives;
- your students; and
- your capabilities and philosophy.

A Sample Lesson Plan

The grade 4-6 students each received a puzzle piece as they entered the classroom after the break. Their first job was to find their matching pieces. After the groups of three were formed, they were asked to act out one part of their sentence. Each group got a turn and the rest of the groups guessed their word and then the rest of the sentence. The teacher was writing the words that they had acted out on the board.

"What do these words have in common?"

"They are all action words!"

"And action words are called ...?"

"VERBS!"

The teacher then asked the groups to create new sentences to act out. The students then went back to their own desks to do a quick sheet that gave each of them an opportunity to practice finding verbs. When finished, each student wrote some sentences of their own on the back of their sheet.

After the group corrected side one together, students had another opportunity to act out some of their sentences with the rest of the group guessing.

This all happened in thirty minutes in a grade four to six classroom. Verbs came to life.

We learn by doing. One teacher I know analyzes the success of lessons by how much time the students are actively engaged and interacting with the information using more than paper, pencil, and reading materials.

What do you think the teacher's objectives were for this lesson?

The teacher used several different strategies during this 30-minute period. Using a variety of strategies achieves more objectives and keeps the students interested and motivated. Consider your topic. What strategies could you use to facilitate your students' learning? Figure 1 may give a few more ideas. (All the strategies listed are part of the Instructional Strategies Series.)

Teaching Strategies Summary Chart

TEACHING STRATEGY	MOTIVATING	FEEDBACK	REINFORCEMENT	TRANSFER OF LEARNING	STUDENT "FEELS" THE CONCEPT	INTERACTIVE	STUDENT-CENTRED	TEACHER-CENTRED
concept attainment	✔	✔	✔	✔	✔	POSSIBLY		✔
inquiry	✔	POSSIBLY	✔		POSSIBLY	POSSIBLY	✔	PARTLY
synectics	✔	✔	✔	✔	POSSIBLY	POSSIBLY		✔
critical & creative thinking	POSSIBLY	✔	✔	✔	POSSIBLY	POSSIBLY		✔
questioning	POSSIBLY	✔	✔					✔
cooperative learning	✔	✔	✔	✔	POSSIBLY	✔	✔	✔
focused imaging	✔		✔		✔		✔	
effective lecturing	POSSIBLY							✔
mapping and webbing	POSSIBLY	✔	✔	✔		POSSIBLY	POSSIBLY	PROBABLY
role play	✔	✔		✔	✔	✔	✔	
simulation	✔	✔		✔	✔	✔	✔	
games	✔	✔	✔	✔	POSSIBLY	✔	✔	
centres	✔	✔	✔	✔		✔	✔	
stations	✔	✔	✔	✔		✔	✔	✔
packages	✔	✔		✔		POSSIBLY	✔	
contracts	✔	✔		✔		POSSIBLY	✔	
peer partner learning	✔	✔	✔	✔		✔	✔	
individualizing	POSSIBLY	✔		✔		POSSIBLY	✔	
creative problem solving	✔	✔	✔	✔		✔	✔	

Figure 1

A Sample Lesson Plan

Consider the following lesson taught at the university level:

The room had quiet music playing as the third-year Education students entered. Patterned splashes of paper were strategically-random around the room. Only half the lights were on and a large bouquet of spring flowers was on the front table. Once the students were in and seated (and wondering what was going on) the teacher read a story to them - showing the illustrations at the same time. At the conclusion of the story, a quote reflecting and challenging the theme was put up on one sheet of the patterned paper.

Students were then asked to sit back, take a few deep breaths, and travel back to the corridors of their high school. Listening to a carefully chosen song, the students reflected on their high school days. At the conclusion, they were invited to draw a mind map (using colored pencils and markers) to reflect their thoughts and feelings during the song. More quotes were placed around the room as they drew.

The class concluded with each student receiving a flower. They were invited to create an analogy for teaching high school students and the spring flower. Music was playing again as they quietly left the class.

The objectives?

- To create an experience.
- To expand the ideas around teaching high school.
- To challenge the notion that high school teachers teach subjects rather than students.

Ask others what they remember about school.

Consider a time that had a real meaning for you in your learning. What were the key elements to that learning experience?

Bloom also found that such experiences (peak experiences) were as a rule not accidental, but the result of some deliberate planning by a teacher." "Also, if the experience was powerful for one student in the class, it was typically powerful for all.

(PRATT, 1994)

In most of our schools, we probably have too much variety of content and too little variety of method. We might be more successful if we concentrated on teaching only the most important content, but teaching it more effectively.

(PRATT, 1994)

Virtually all the students' journals indicated that this 45-minute lesson had a great deal of meaning for them. It took about three hours to plan. Focused imaging, synectics, individualizing, inquiry, creative thinking and mapping were used. The attitude in the class changed after that lesson - the group became closer and more caring in an interesting way. The whole job of teaching seemed to take on a bigger meaning and responsibility.

Sometimes the game calls for a special play. (For additional strategy and activity ideas see Appendix A.)

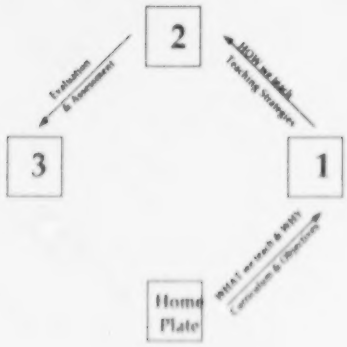
What activities could your students be involved with when interacting with the topic you are developing?

To believe that all our purposes for an educational situation can be specified in advance is both dogmatic and restrictive.

(PRATT, 1994)

Leave room for real life and serendipity in the classroom ...

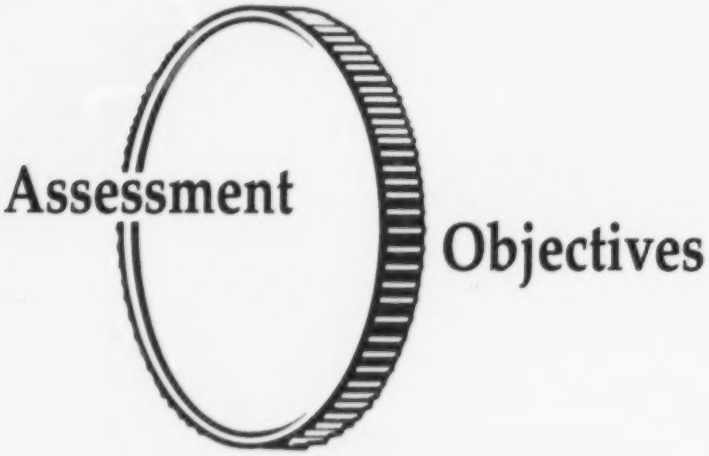
Heading for Third



The player rockets past second heading for third ... Whoa! The ball is fired to third base. Back to second. Out of breath and a moment to assess the situation, the player plans the next move.

In classroom planning, it is time to focus on evaluation and assessment. How will you know if your objectives have been reached?

Two sides of the same coin...



Our beliefs about learning, teaching and evaluation must be congruent

(MICKELSON, 1990)

Which of the following do you currently use to assess if your objectives have been met?

- ❑ science fairs
- ❑ group work checklists
- ❑ journals
- ❑ logs
- ❑ portfolios
- ❑ video, audio tape
- ❑ peer teaching
- ❑ writing contracts
- ❑ data banks
- ❑ tests, quizzes, exams
- ❑ report card
- ❑ essays
- ❑ research reports
- ❑ true and false
- ❑ anecdotal records
- ❑ learning contracts
- ❑ lab reports
- ❑ rating scales
- ❑ portfolios
- ❑ short answer items
- ❑ test stations
- ❑ observation checklist
- ❑ oral testing
- ❑ multiple choice
- ❑ open-response items
- ❑ self assessment
- ❑ peer assessment
- ❑ homework
- ❑ presentations
- ❑ a painting
- ❑ a dance performance
- ❑ a piece of music played
- ❑ a house designed and built
- ❑ a game played
- ❑ recital
- ❑ debate
- ❑ play

Curriculum inevitably shrinks to the boundaries of evaluation.

(LOBAN, 1967)

Consider evaluation procedures to be:

- numerous, leading to profiles over time
- multi-faceted
- qualitative as well as quantitative
- focused on the professional judgment of those closest to the learner
- positive
- non-competitive
- helpful in leading to growth for the learner
- adaptive

Our evaluation programs should resemble a video tape rather than a snapshot.

(MICKELSON, 1990)

Questions to ask yourself:

- *What am I evaluating?*
- *Why am I evaluating?*
- *Who am I evaluating for?*
- *When is it best to evaluate?*
- *How can I best get the information I need?*

Authentic Assessment

Authentic challenges - be they essays, original research, or artistic performances - are inherently ambiguous and open-ended.

(WIGGINS, 1989)

Authentic assessments replicate real-life challenges and performances.

- science fair
- essay
- presentation
- a painting
- a dance performance
- a piece of music played
- a house designed and built
- a game played
- recital
- debate
- play

An ability is larger than the observed performance of it, or that any performance or demonstration of an ability is larger than the sum of the criteria applied to it.

(FITZPATRICK, 1991)

Students need an opportunity to SHOW what they know. Tests are useful as part of the curriculum, not something separate from it. They should be part of the learning process, not the end of a segment.

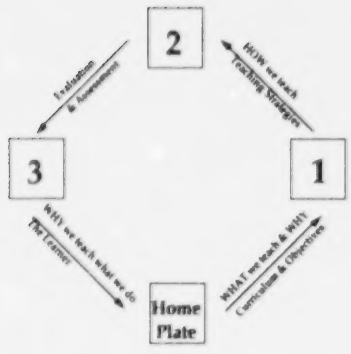
Self-Evaluation

Self-evaluation is an important part of becoming a life-long, self-directed learner and can be encouraged by:

- acknowledging attempts at growth
- encouraging risk taking
- viewing errors as a place from which to learn
- seeing mistakes as guides to future action
- modeling

Returning to your topic, consider evaluation and assessment strategies that match your objectives.

Home Run!



A home run in the classroom is just as exciting as on the field. Enthusiasm is high and excitement is in the air when a lesson flies.

Reflect for a moment on a particular lesson or time when the students in your class were charged up, they didn't want the class to end. What was happening? What were they doing?

Chances are the students were involved and active. It may have been part of a project or unit when they were examining an issue in depth. Perhaps they were learning in a variety of ways.

We all learn in different ways. Parents can attest to that! One of our sons observes for a long time before he tries something new. Our other son gets right in there and gives it a try.

The same thing is true in the classroom. Students learn in different ways and react to the same situation in different ways. They also take in and process information differently.

The variables:

1. Environmental Preferences

- lighting
- temperature
- sound
- furniture
- time of day

2. Learning Styles

- seeking personal meaning
- reflecting
- doing
- dealing in abstractions

Different students have different preferences and needs.

3. Intelligences and Modalities

- auditory-musical – hearing
- visual – seeing
- kinesthetic-tactile – feeling
- symbolic - linguistic, mathematical – abstractions
- interpersonal – working with others, discussing
- intrapersonal – making personal meaning through reflecting

To read more about styles, modalities, and intelligences, check out resources Howard Gardner, Bernice McCarthy, Thomas Armstrong, Rita Dunn, and Bob Samples.

Seven Ways to Learn Anything (ARMSTRONG, 1993)

1. Talk, read, or write about it (linguistic approach)
2. Draw, sketch, or visualize it (spatial approach)
3. Dance it, build a model of it, or find some other hands-on activity related to it (bodily-kinesthetic approach)
4. Sing it, chant it, find music that illustrates it, or put on background music while learning it (musical approach)
5. Relate it to a personal feeling or inner experience (intrapersonal approach)
6. Conceptualize it, quantify it, or think critically about it (logical-mathematical approach)
7. Work on it with another person or group of people (inter-personal approach)

In my own experience, I have found that it is not critical that I know what my students' learning styles and preferences are but that:

1) **I use a variety of strategies;**

2) **The students have an opportunity to learn in many different ways; and**

3) **What the students are learning has meaning and relevance to them.**

Teachers tell me that when they are learning something new it is because:

1) they see a need

2) it is relevant to their lives

3) of short- and long-term goals

4) there is a perceived value

Consider something you have recently learned. Why did you learn it? How did you learn it?

What can be done in the classroom to get a home run?

- ❑ Vary your timetable
- ❑ Organize around themes or projects
- ❑ Provide opportunities for activity and interaction — drawing, touching, seeing, feeling, talking, smelling
- ❑ Create a need
- ❑ Use a variety of strategies
- ❑ Use a "video camera" approach to evaluation and assessment
- ❑ Ask yourself frequently "Why am I teaching this?"
- ❑ Create opportunities for children of different ages to work together
- ❑ Make connections among content areas
- ❑ Consider six types of objectives
- ❑ Link to the wider community and current issues
- ❑ Involve parents
- ❑ PLAN

It should be noted that the learning styles research remains controversial, with critics questioning the findings of advocates (Adams, 1990; O'Neil, 1990). Cohen, Hyman, Ashcroft and Loveless (1989) claim that the results of learning style experiments are not due to adaptation of instruction to students' learning styles, but simply to good alignment of instruction with objectives. Nevertheless, it makes good intuitive sense to recognize that human beings are diverse and that learning will be enhanced if the classroom environment acknowledges and attempts to respond to that diversity.

(PRATT, 1994)

The Game Plan

I'd love to teach the day I planned for my substitute!

(A TEACHER AT A WORKSHOP)

The team discussed their strategy for the game before going onto the field. They went out with a plan.

> *Teachers make five types of plans: term, unit, weekly, and daily or lesson. They consider unit plans the most important, and lesson plans the least important*
>
> (GLATTHORN, 1993)

Good teaching revolves around good planning, the blueprint from which teachers work and adjust as they see the reactions of their students.

Research tells us (GLATTHORN, 1993) that teachers plan for three main purposes:

1. to meet immediate psychological needs (such as reducing anxiety);
2. to prepare themselves for instruction; and
3. to guide the teaching and learning process.

Teachers do many different kinds of planning as well, from preparatory "napkin" or mental planning to formalized plans created for others. Often teachers make two sets of plans, one for "show" and one for "go". The "show" plans are generally less useful to the teacher than the plans for use (GLATTHORN, 1993). The plan for use is a guide only and becomes adjusted when instruction is underway.

Lesson or unit planning often follows this pattern:

Stage 1: **Informal "napkin-type" planning**	1) Name the topic and grade 2) Assess available resources and activity ideas 3) Focus on the lesson procedures
Stage 2: **Formal planning**	4) State objectives 5) Choose motivating strategies 6) Set procedures for the class 7) Discuss evaluation
Stage 3: **Practical implementation**	8) Gather and prepare materials

Check the kinds of planning you do.

WHY?

- ❑ organization in the classroom
- ❑ a guide for substitutes
- ❑ a reference for administrators
- ❑ an archive of our school years
- ❑ a source of ideas for the future
- ❑ a framework for our students

HOW?

- ❑ yearly planning
- ❑ term planning
- ❑ unit planning
- ❑ daily planning
- ❑ lesson planning

WHERE?

- ❑ in the shower
- ❑ travelling to school
- ❑ on a napkin over lunch
- ❑ in a day book
- ❑ on forms
- ❑ on submitted timetables
- ❑ in reflective journals

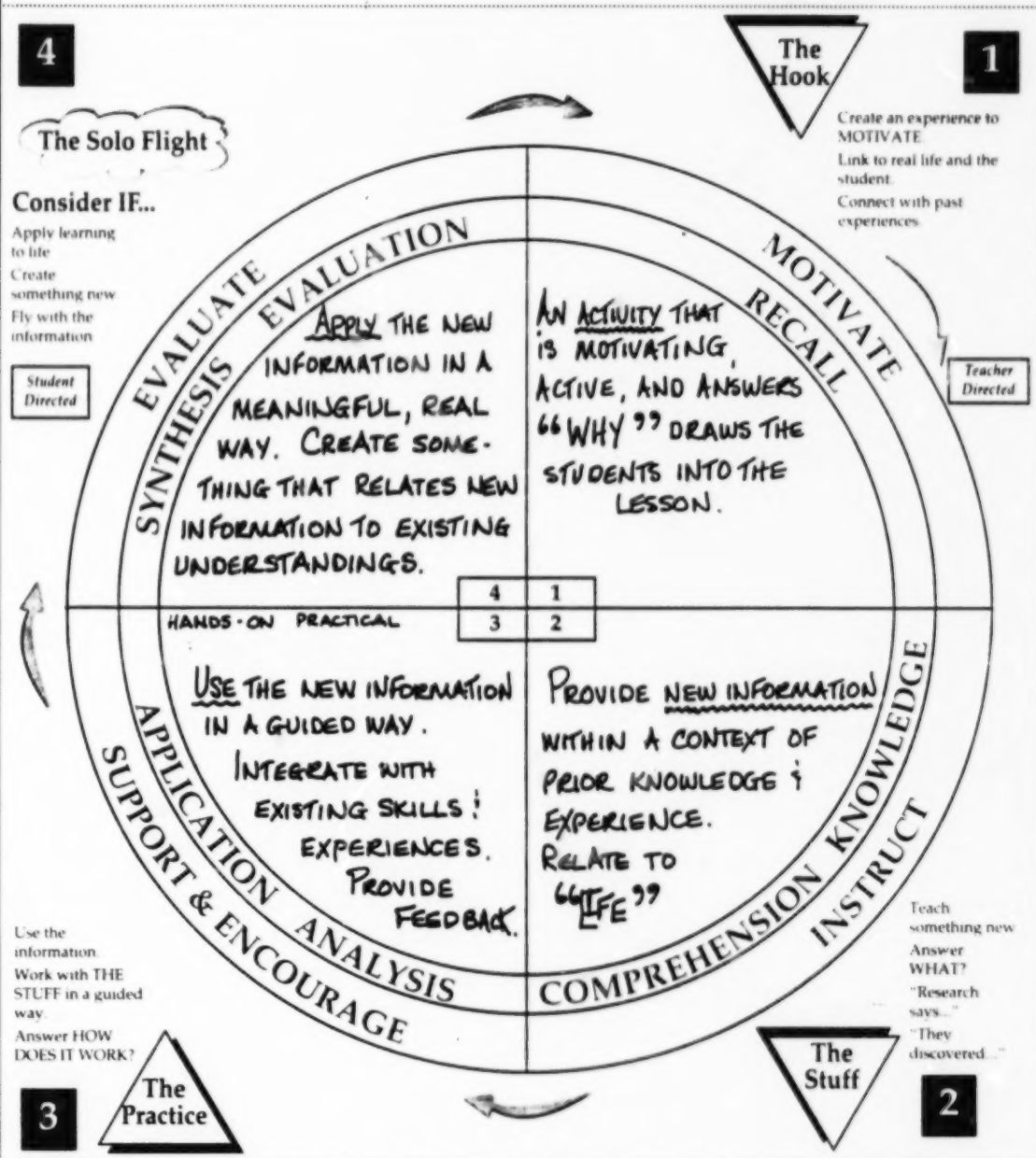
The effectiveness studies point to the quality of lesson planning by teachers as a major factor in student learning. Lessons that best enhance student learning and attitudes are intellectually challenging, using more higher order questions and encouraging creative imagination and problem solving.

(PRATT, 1994)

I have been using a style of lesson planning (adapted from Bernice McCarthy's 4MAT model) that allows me to consider content, strategies, evaluation, and the learner's needs. Teachers who have used this planning format have found that a lesson plan easily becomes a unit plan.

Lesson Topic_____

Objectives:	Intelligences — something to think about	
WHY are we spending class time on this?	❑ talk, read or write about it	❑ relate to a personal feeling
	❑ draw, sketch or visualize it	❑ conceptualize, quantify, think critically about it
	❑ dance it, build a model of it	
	❑ sing it, chant it, find music that illustrates it, put on music	❑ work on it with another person or group of people



A Sample Lesson Plan

Lesson Topic Verbs - grades 4-6 (see lesson on p. 18)

Objectives: to identify VERBS

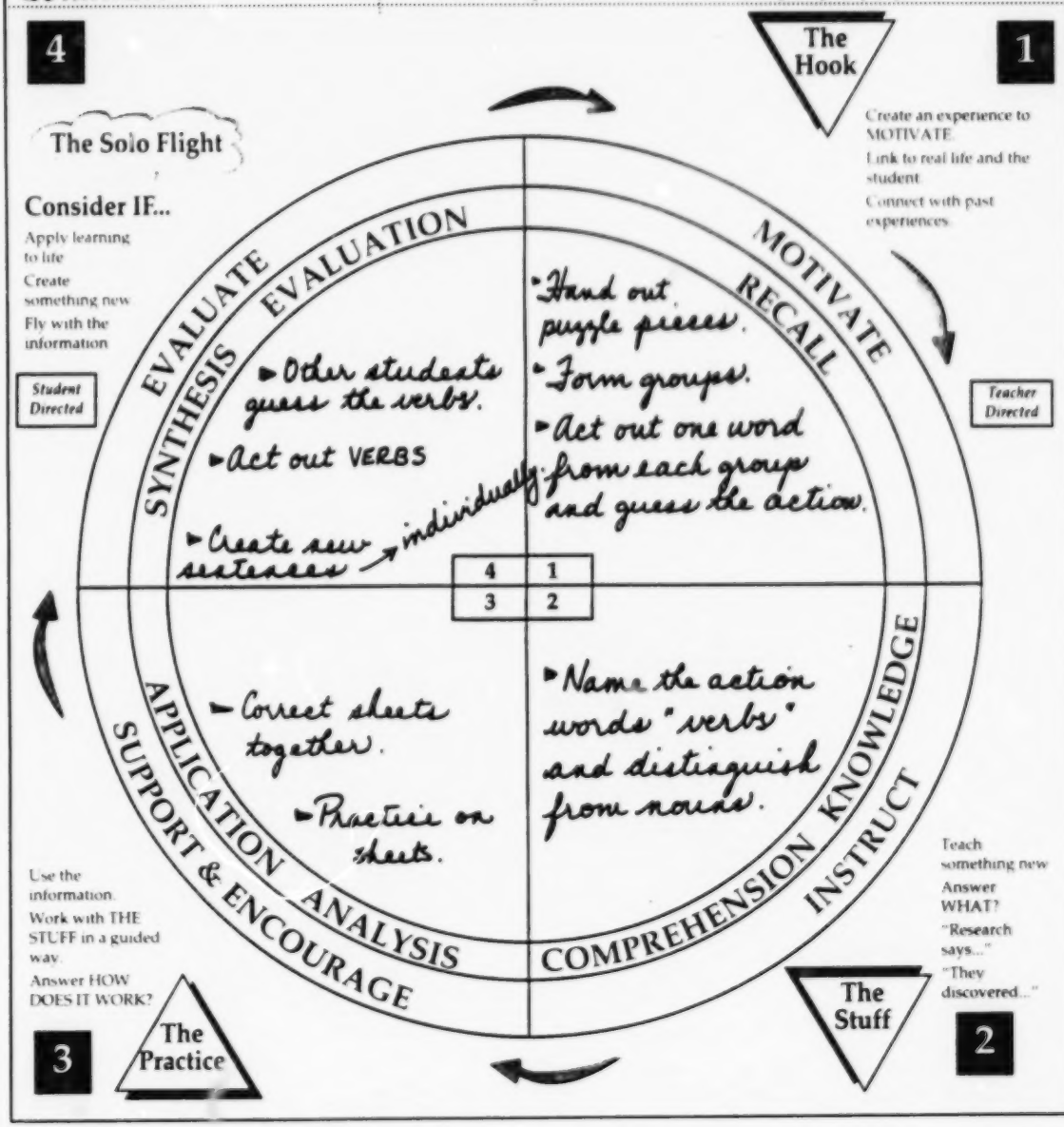
WHY are we spending class time on this?

- to clarify for application to written work.

30 minutes

Intelligences — something to think about

- ☑ talk, read or write about it
- ☐ draw, sketch or visualize it
- ☑ dance it, build a model of it
- ☐ sing it, chant it, find music that illustrates it, put on music
- ☐ relate to a personal feeling
- ☐ conceptualize, quantify, think critically about it
- ☑ work on it with another person or group of people



A Sample Unit Plan

My first sight of Junior High School 22 in New York City, to which I had just been assigned that day in 1975, was not reassuring. The building was covered with graffiti. And although it was 10:00 on an October morning, the sidewalks and school grounds were swarming with 12- to 16-year-olds dressed in their "colors." ... Some were fighting, some were smoking pot.

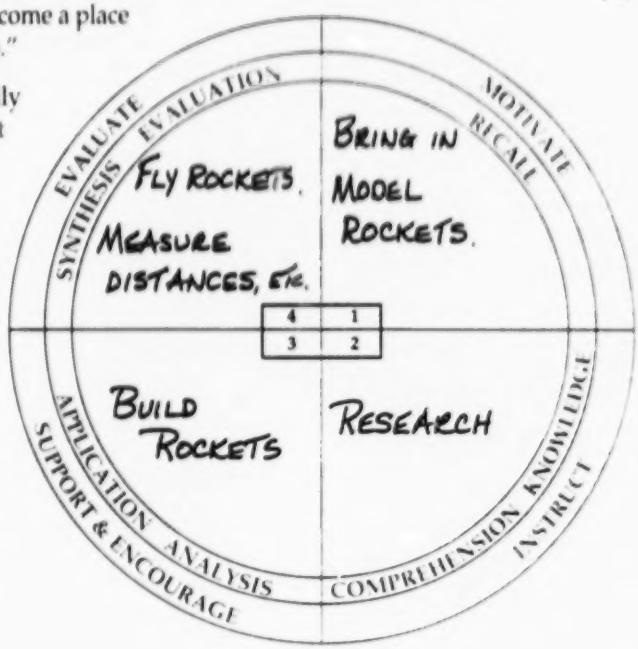
I was to teach 180 boys remedial reading in an old electricity shop. When I asked the superintendent if he cared what teaching methods I used, he said, "I'll be grateful if you can get them out of the corridors and into your classroom." I had taught such students before, but I wondered if this time I had taken on too much.

The next morning I went out to the courtyard and into the corridors and invited my students to learn about aerodynamics. "What's that, a new dance?" they asked. No, I told them, it was how airplanes fly. I brought a model airplane (no books), and we started. Soon more and more students were coming to my shop (sometimes when they were supposed to be in other classes). And they began learning basic skills, always in connection with learning about flight. For example, they designed and built rockets, which required reading about how to make them, figuring dimensions, and so on. When they were ready, we took the rockets outside and fired them, calculating trajectories and carefully measuring the distances they flew.

Although my students were sometimes quite agitated when they came from elsewhere in the school, they did not misbehave in my classes. In the spring they won first prize in a city-wide model airplane construction contest sponsored by the New York Bureau of Industrial Arts and the Aviation Development Council.

The next year I was given permission to start an alternative school several blocks away for 20 of the most "incorrigible" students of Junior High School 22. We spent the first three weeks cleaning and painting a rented basement, throwing out garbage and dead rats. Soon Madison Prep, as we called our school, had become a place of learning for these "delinquent nonachievers."

For 14 years I taught such students successfully in every ghetto of New York City. I found that they can and will learn, but not from analytical, lecture-and-recitation type of teaching found in most classrooms. Millions of young people are "at risk" because, to be full-fledged participants in our society, they desperately need an education. It is simply not true that we don't know what to do about it. We do. We must teach them in accord with they way they learn. (Hodges, 1987, p. 3 as found in Pratt, 1993)



* *Other unit idea are in Appendix C.*

Throughout the document you have been jotting down ideas to move you toward a lesson or unit for your students. It is now time to integrate the pieces to create your plan.

The Plan

Consider

In one sentence, answer "WHY should my students and I spend our valuable time on this topic?" (p. 10-13)

Possible activities (Appendix A)	**Possible strategies (p. 14-19)**

Main objectives (p. 11)

1. Knowledge —
2. Skill —
3. Somatic —
4. Attitude —
5. Process —
6. Experience —

Evaluation and Assessment (p. 23-25)

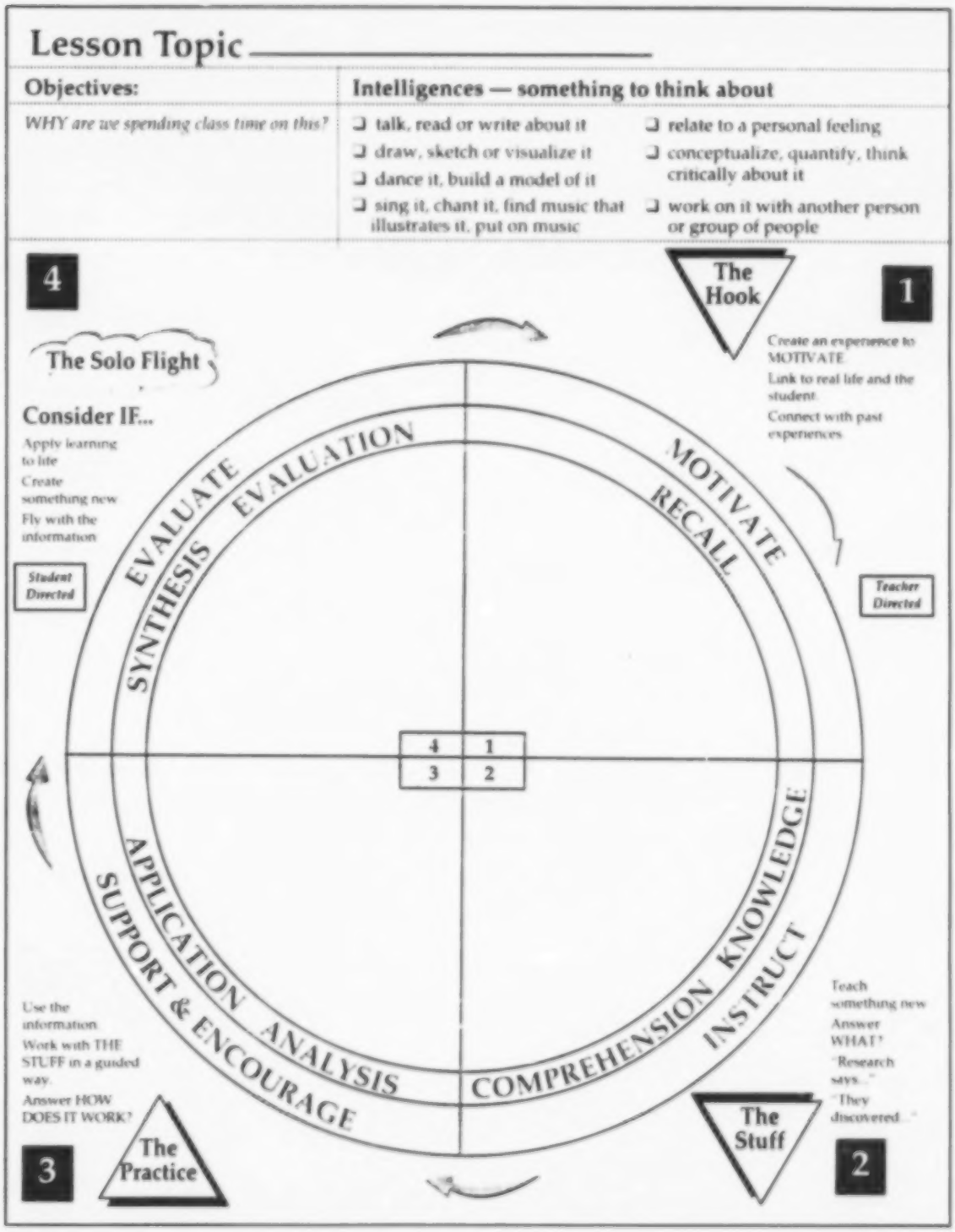
Authentic evaluation —

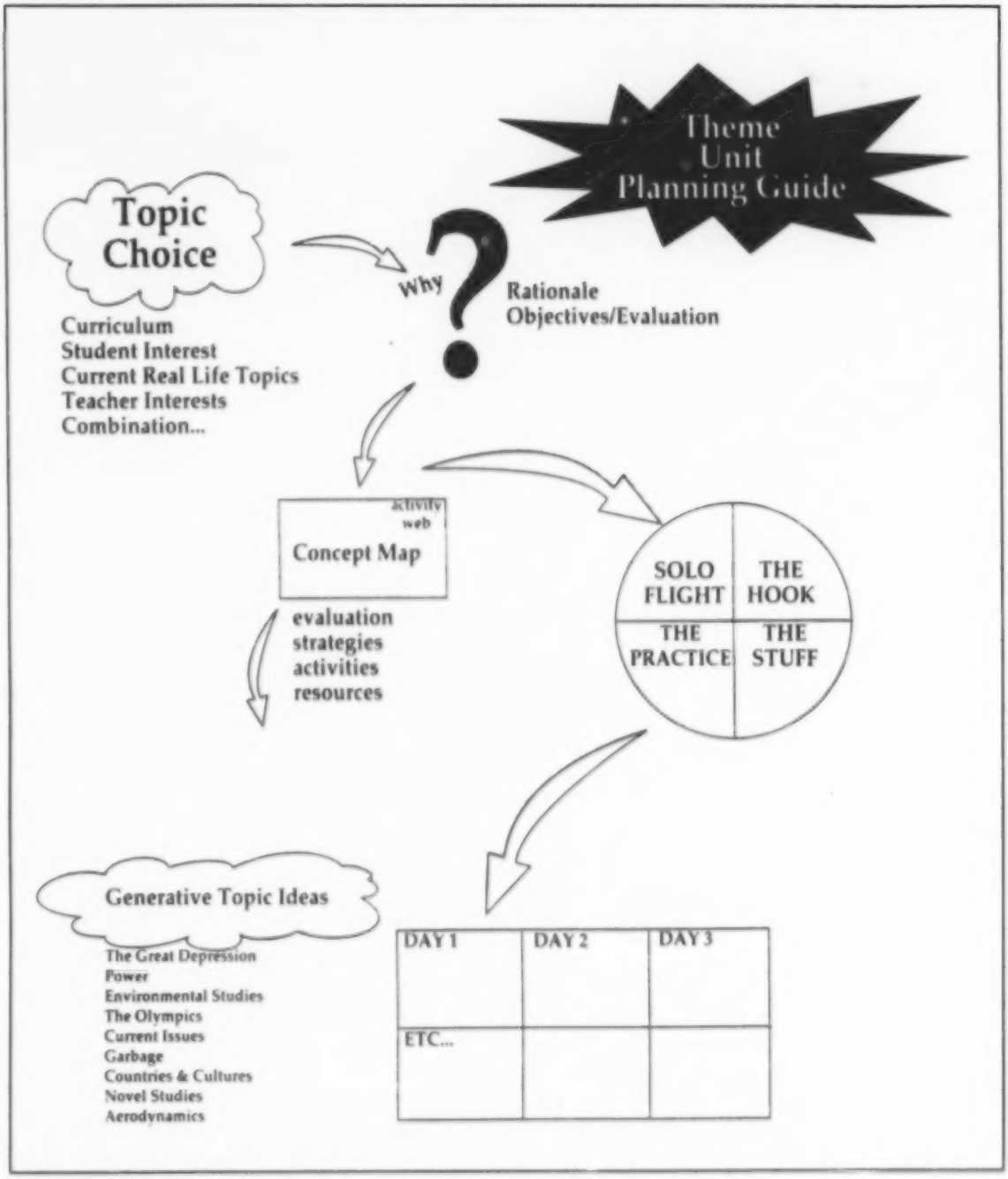
Summative evaluation —

Formative evaluation —

Permission to copy for personal use.

It is now time to consider the activities and strategies you have listed and arrange them in the following plan.





See Appendix C for The Beaver sample unit using this model.

orking as a Team

The players discuss the game once it is over, reliving plays, hits, and errors. They are preparing for the next time on the field.

Discussing your teaching with a colleague can be a very valuable experience. During workshops, when teachers have a chance to share ideas and plan together, they comment on how valuable and rewarding the experience is.

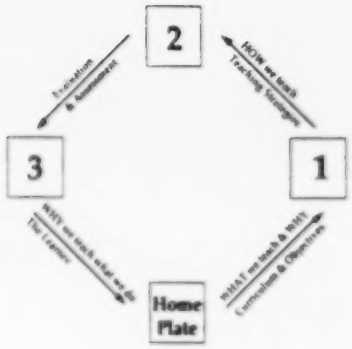
Collaborating with a partner can make light work of planning and result in more exciting plans! Consider how you might work as part of a team:

- start a study group to discuss this document and other resource materials
- invite a colleague to co-plan a theme or integrated unit
- combine classes and share teaching responsibilities
- observe a colleague teach
- invite a colleague to observe you teach
-
-
-
-

Planning like this is so much more productive. We get so many more ideas when we work togther!

(TEACHER INVOLVED
WITH A PLANNING TEAM)

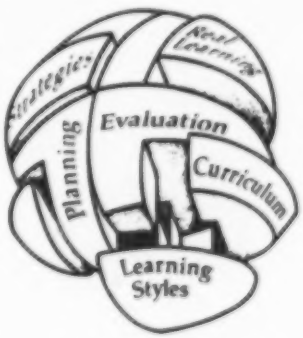
Summary



This document attempts to reconstruct the big picture from some of the pieces of education that have been studied separately over the past few years. It is the process of planning that ties everything together.

As beginning teachers we focused on planning and then internalized it through the daily practice of teaching. We have revisited planning as a way to

Integrate the pieces



For your study group you may wish to continue the baseball metaphor used in this document to discuss the following extensions on the theme...

- The field of dreams
- Curve balls and line drives
- Left field
- Grounders
- The role of the vendor – "Peanuts! Popcorn!"
- Cooperation and competition
- Who is the umpire?
- How can we develop our teams?
- The next season...

Play Ball!

Resources

BOOKS

- Armstrong, T. (1993). *Seven Kinds of Smart*. Plume. Penguin Books. Toronto.
  * *using Gardner's multiple intelligences*

- Gardner, H. (1991). *The Unschooled Mind*. Basic Books, New York.
  * *challenging ideas*

- Gatto, J.T. (1992). *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. New Society Publishers. Philadelphia, P.A.
  * *comparing "schooling" and "education"*

- McCarthy, B. (1981). *The 4MAT System*. EXCEL, Inc. Oakbrooke, IL
  * *for more on planning and learning styles*

- Peterson, A. (1985). *Teachers: A Survival Guide for the Grownup in the Classroom*. Plume, Penguin Books. Toronto.
  * *just for fun while covering the basics of instruction*

- Pratt, D. (1994). *Curriculum Planning*. Harcourt Brace Inc. Florida. ✍
  * *an excellent resource!!!*

- Saskatchewan Education (1991). *Student Evaluation: A Teacher Handbook*. Regina, SK.

- Short, K. & Burke, C. (1991). *Creating a Curriculum*. Heinemann Educational Books. Inc., New Hampshire.
  * *exploring "curriculum" as "what we teach" and the development of curriculum at the classroom level*

JOURNALS & ARTICLES

- *Educational Leadership* (April, 1993). Authentic Learning. ✍

- *Educational Leadership* (February, 1994). Teaching for Understanding. ✍

- Eisner, E. (1991). What really counts in schools. *Educational Leadership*. February. 10-17.

- Fitzpatrick, K. (1991). Restructuring to achieve outcomes of significance for all students. *Educational Leadership*. May. 18-22.

✍ EXCELLENT!

(more resources...)

- Glatthorn, A. (1993). Teacher planning: a foundation for effective instruction. *NASSP Bulletin* (March).
- Mickelson, N. (1990). Evaluation for every child. *Learning Assistance Teacher's Association*. Spring. 7-14.
- Wiggins, G. (1989). A true test: toward more authentic and equitable assessment. *Phi Delta Kappan*. May. 703-713.
- Instructional Strategies Series. Saskatchewan Professional Development Unit and the Saskatchewan Instructional Development and Research Unit. Saskatoon and Regina, SK.
    - THIS IS A YES: Concept Attainment
    - WHAT WOULD YOU DO? Inquiry in the Classroom
    - GLAD YOU ASKED THAT! Questioning in the Classroom
    - PLANNING ADVENTURES: synectics
    - OPENING THE DOOR TO COOPERATIVE LEARNING
    - THINK ABOUT IT: Critical and Creative Thinking in the Classroom
    - SOMETHING FOR EVERY ONE: Ideas for Individualizing in the Classroom
    - WHERE DID YOU FIND THAT? Resource-Based Learning
    - CAN WE TALK? Effective Lecturing in the Classroom
    - PICTURE PEER PARTNER LEARNING
    - REFLECTIVE TEACHING
    - FOR YOUR IMAGINATION...Focused Imaging
    - CONNECTING – Getting it Together
    - CENTRED ON STUDENTS: Station, Packages, Centres
    - TELL ME A STORY! Narrative in the Classroom
    - A SLICE OF REALITY through Games, Role Play and Simulation
    - RESOLVING MYSTERIES: A Guide to Creative Problem Solving

Appendix A

Strategies and Activities Sparkers

The following list moves beyond what are considered instructional strategies to general strategies and activities for the classroom.

A

Advertisement
Advice column
Album
Allegory
Ammonia imprint
Anagram
Anecdote
Animation
Annotated bibliography
Announcement
Anthem
Apparatus
Aquarium
Artifacts
Associations
Audio tapes, record
Autobiography
Axiom

B

Baked goods
Ballet
Balloons
Banner
Batik
Bingo
Beverage
Bibliography
Billboard
Biography
Book, book review
Box
Brochure
Building
Bulletin Board
Business
Brainstorming

C

Calculator
Cartoons
Calendar
Card Game
Case Study/Case History
Catalog
Ceramics
Celebration
Chalkboard
Charade
Charts
Checklists
Choral Reading
Clothing
Club
Code
Collage
Collection
Coloring Book
Comedy
Comic Book
Community action/service
Competition
Compound
Computer program
Conference
Conference presentation
Convention
Cooperation
Correspondence
Costume
Course of Study
Crafts
Crossword
Cut out

D

Dance
Data sheet
Debate
Demonstration
Design
Diagram
Dialogue
Diary
Diorama
Directory
Discovery
Display
Drama
Drawing
Drill

E

Editorial
Electric map
Energy saving device/plan
Equipment
Essay
Estimate
Etching
Eulogies
Exercise
Exhibit
Experience
Experiment

F

Fabrics
Facsimile
Fantasy, science fiction
Fashions
Feature story
Feel bag
Felt board
Field research
Field trip
Film
Filmstrip
Fiction
Flags
Flannel boards
Flash cards
Flip book
Flow chart
Food
Formulas
Furniture
Future scenarios

G

Gadgets
Gallery
Game
Gauge
Gift
Glass cutting
Grab bag
Graph
Graphics
Greeting cards
Group project
Guessing
Guest

H

Hall of Fame
Handbills
Handbook
Hatchery
Hats
Headlines
"Helper" service
Hieroglyphics
Histories
Hologram
Homework
"Hot Line"

I

Icons
Ideas
Identification charts
(e.g. "Know Your Fish")
Images
Imitation
Improvisation
Index
Inscription
Insignia
Instruments
Interviews
Inventions

J

Jamboree
Jazz
Jewelry
Jigsaw
Jobs
Joke, joke book
Journal
Justification

K

Kaleidoscope
Keepsake
Kit
Knitting

L

Labels
Laboratory
Ladder of ideas
Languages
Latch hooking

Laws
Layouts
Learning centres
Leatherwork
Lecture
Lei
Lesson
Letter to Editor, Experts
Library
List
Lithograph
Log
Looking glass
Lounge
Lyrics

M

Machine
Macrame
Magazine
Magnetic board
Magic
Map
Marquee
Masks
Meditation
Meetings
Menu
Meter
Mobile
Mock trial
Model, modelling
Mnemonic device
Montage
Monument
Movie
Mural
Museum
Myth

N-O

News
Newspaper
Newspaper ad
News Story
Notebook
Notice
Novel
Oath
Obituary
Observance
Observatory
Observation Record
Occupation
Opera
Opinion
Oral history
Oral report
Oration
Orchestration
Organization
Origami
Outdoors
Outline
Overheads

P

Painting
Pamphlet
Panel
Pantomime
Papier mache
Parents
Parodies
Patterns
Peer tutoring
Peg board
Pennants
Petition
Pets
Photograph
Pillow
Plan
Play
Poem
Portfolio
Poster
Prediction
Press release/conference
Problem
Production (show)
Programmed instruction
Prototype
Puppet
Puppet show
Puzzle

Q-R

Quarterly report
Query
Question
Questionnaire
Quilling
Quilt
Quiz
Quotation
Radio Program
Rating
Reaction
Recipe
Relaxation exercises
Replica
Reports
Research report
Resolution
Review
Riddle
Ritual

S

Sand table
Satire
Scrapbook
Sculpture
Senior citizens
Set/scenery
Short story
Silence
Silk screen
Simulations
Sketch
Skit
Slide show
Slogan
Song
Source material
Speech
Sports
Stained Glass
Stamps
Steps
Sticker book
Store
Story
String Art
Stuffed Animal
Suggestion box
Survey

T-U-V

Tape recording
Taxonomy
Telephone, telephone directory
Telescope
Television
Television program
Term paper
Terrarium
Test
Text book
Theme
Theory
Tie-dyeing
Time lapse photography
Tools
Tour
Toy
Transparencies
Travelogue
Treasure hunt
Tutorial
Typewriter
Uniform
Unit of study
Vehicle
Verse
Video game
Video tape
Vignette
Visual Aid
Visualization
Volume
Volunteers

W-X-Y-Z

Walking tour
Wall hanging
Weather map
Weaving
Whittling
Wire sculpture
Woodcarving
Woodwork
Word games
Workbook
Written drama
Xerographic print, collage
Xylographics
Yardstick
Yarn (story/fabric)
Yearbook
Yodel
Yo-Yo
Zig-Zag
Zodiac
Zones
Zoographic studies
Zoological project

Appendix B

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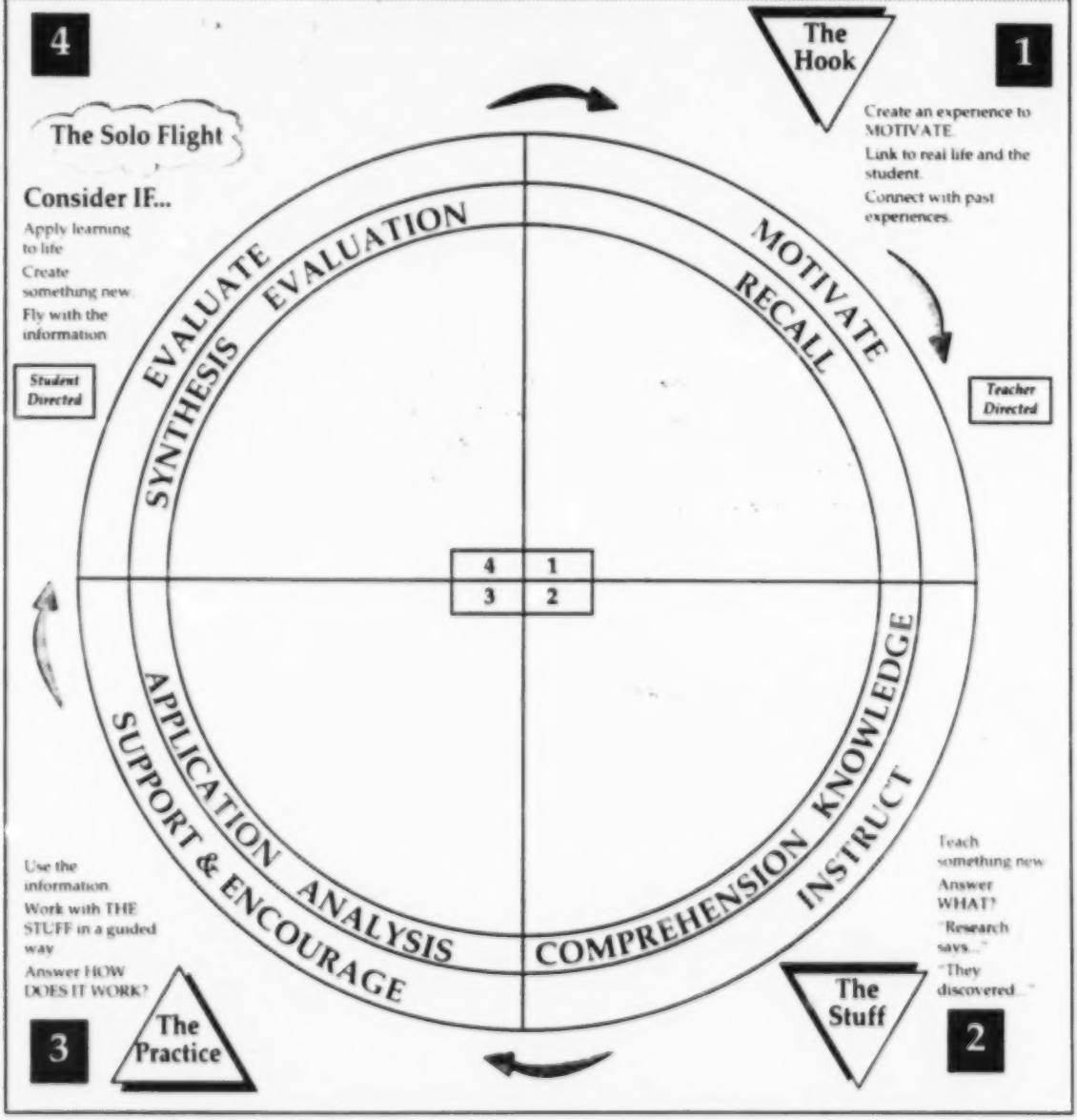
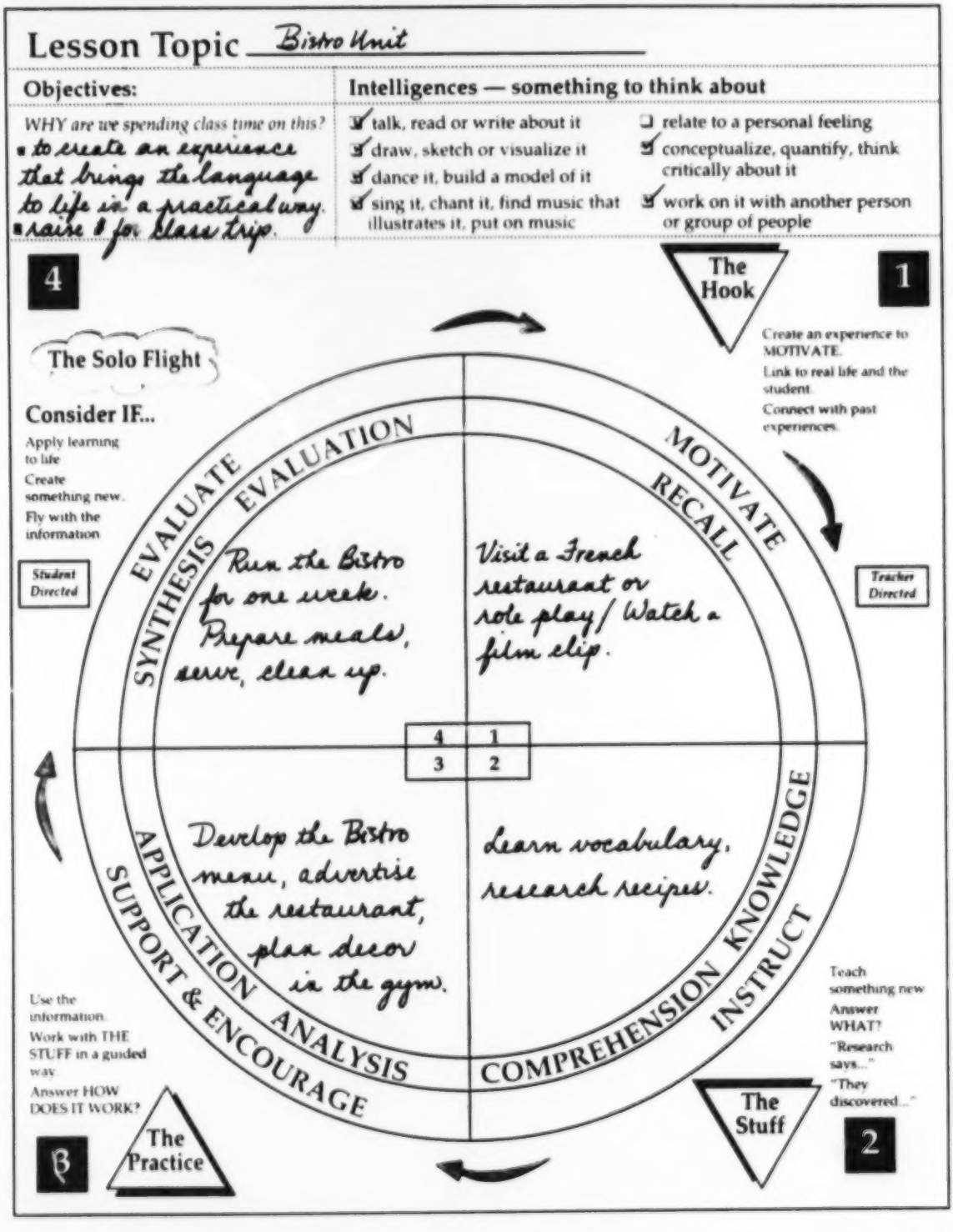
Lesson Topic _____

Objectives:	Intelligences — something to think about	
WHY are we spending class time on this?	❑ talk, read or write about it	❑ relate to a personal feeling
	❑ draw, sketch or visualize it	❑ conceptualize, quantify, think critically about it
	❑ dance it, build a model of it	
	❑ sing it, chant it, find music that illustrates it, put on music	❑ work on it with another person or group of people



Appendix C (i)

The Bistro — High School French Unit (grade 10)
An Idea Starter


Lesson Topic Bistro Unit
Objectives:
WHY are we spending class time on this?
• to create an experience that brings the language to life in a practical way.
• raise $ for class trip.
Intelligences — something to think about
☑ talk, read or write about it
☑ draw, sketch or visualize it
☑ dance it, build a model of it
☑ sing it, chant it, find music that illustrates it, put on music
☐ relate to a personal feeling
☑ conceptualize, quantify, think critically about it
☑ work on it with another person or group of people
4
The Hook
1
Create an experience to MOTIVATE.
Link to real life and the student.
Connect with past experiences.
The Solo Flight
Consider IF...
Apply learning to life
Create something new.
Fly with the information
Student Directed
Teacher Directed
EVALUATE
EVALUATION
SYNTHESIS
MOTIVATE
RECALL
Run the Bistro for one week. Prepare meals, serve, clean up.
Visit a French restaurant or role play / Watch a film clip.
4 1
3 2
Develop the Bistro menu, advertise the restaurant, plan decor in the gym.
Learn vocabulary, research recipes.
APPLICATION
ANALYSIS
SUPPORT & ENCOURAGE
COMPREHENSION
KNOWLEDGE
INSTRUCT
Use the information.
Work with THE STUFF in a guided way.
Answer HOW DOES IT WORK?
The Practice
3
The Stuff
Teach something new
Answer WHAT?
"Research says..."
"They discovered..."
2

Appendix C (ii)

A Week Long Unit
Grade Level Range: 4-6

"Beavers"/Research Skills

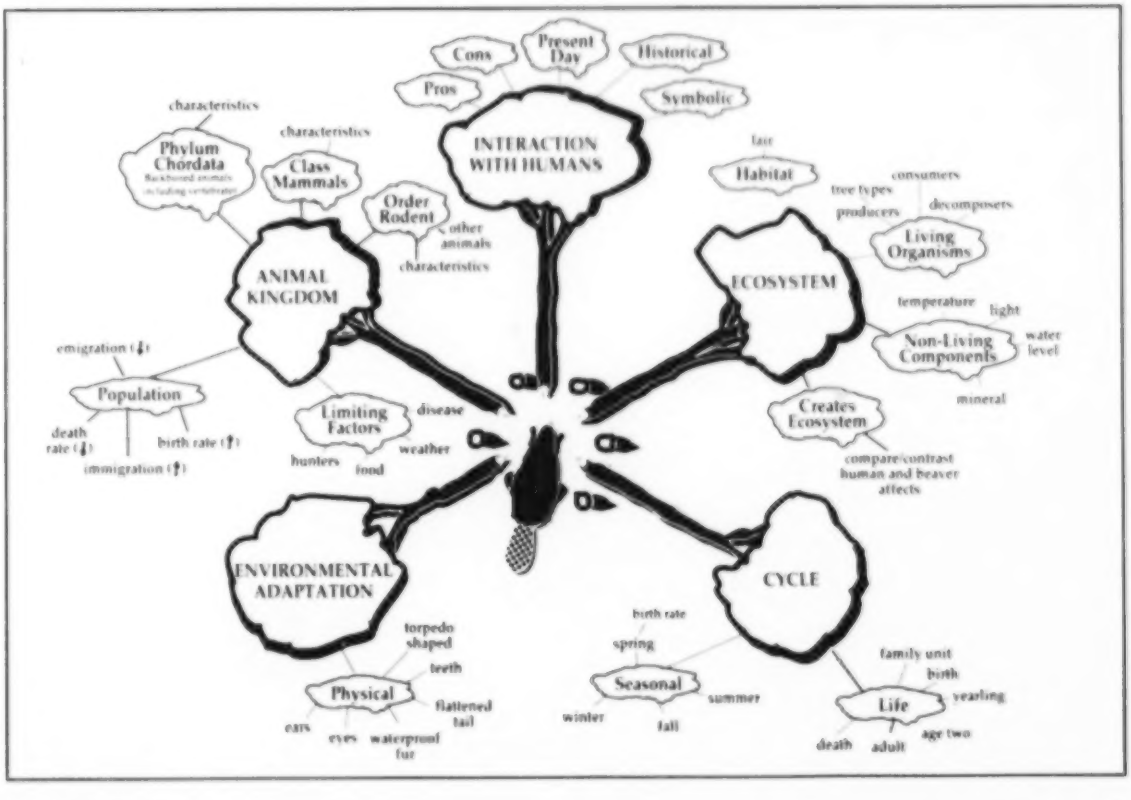
Shared by Janice Morin, ITEP Student, 1993

RATIONALE

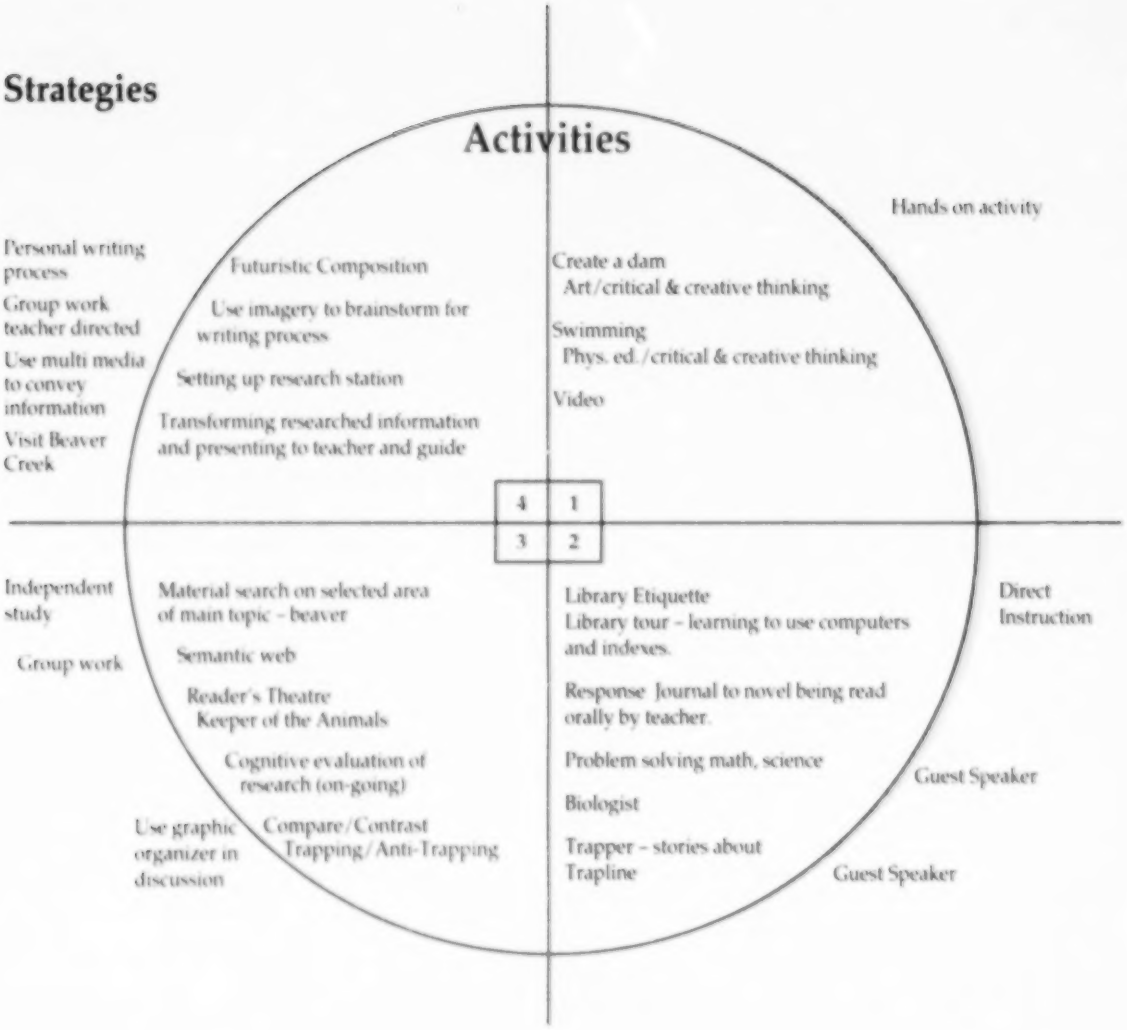
The purpose for this unit is to introduce the broad concept of research skills. The source of one's knowledge can be obtained from text, personal experience and knowledge, and vicariously through others. Research methods will include learning how to access and document information from the public library, and guest lectures (Biologist and Trapper). As well, students will learn to organize and synthesize personal and new information.

Students will learn that research skills are transferable to any area of interest. In this unit students will be able to discuss the ingenuity of beavers when they see a beaver lair and the environment in which it lives. From this experience students will see the interconnectedness of life.

All required subject areas will be addressed and the common essential learnings are incorporated into the activities.



BEST COPY AVAILABLE


Strategies
Activities
Hands on activity
Personal writing process
Group work teacher directed
Use multi media to convey information
Visit Beaver Creek
Futuristic Composition
Use imagery to brainstorm for writing process
Setting up research station
Transforming researched information and presenting to teacher and guide
Create a dam
Art/critical & creative thinking
Swimming
Phys. ed./critical & creative thinking
Video
4
1
3
2
Independent study
Group work
Material search on selected area of main topic – beaver
Semantic web
Reader's Theatre
Keeper of the Animals
Cognitive evaluation of research (on-going)
Use graphic organizer in discussion
Compare/Contrast
Trapping/Anti-Trapping
Library Etiquette
Library tour – learning to use computers and indexes.
Response Journal to novel being read orally by teacher.
Problem solving math, science
Biologist
Trapper – stories about Trapline
Direct Instruction
Guest Speaker
Guest Speaker

* Give the swim ticket to pool. Organize evening activity. Experiment with breathing and using his swabbed bed simulation.

Timing of Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Students arrive at class to greet: beaver pelts, one on a a stretcher, tree stumps chewed by beaver, traps, etc. Web known beaver info. *Sharptooth – A Year of the Beaver* • Students listen to story. • Teacher models reading • Respond in journal - fact-inference-personal experience. RECESS Build beaver lodge – materials supplied in groups of two • present to class reasons you build lodge this way. LUNCH "Whither the Winter of Turtle and Beaver" *Keeper of the Animals* Reader's Theatre RECESS Semantic Web • What we know, what we want to learn. Practice Reader's Theatre or finish beaver house.	Novel read to students. Students respond in journal. Discussion of Library Etiquette. Division of labor. Student choose area of research interest. RECESS Travel to library. Library tour. LUNCH – Free library time (supervised) *Walk with Grandfather* – video 12 minutes (ecology) Elder • Stories from his/her trapline. • Effects anti-trapping to lifestyle. Stretching/relaxation break. Computer/Indexes Search • Assistance from library personnel. • Documenting sources. • Take out books/photocopy magazine articles.	Novel and Journal Response (45 min.) Organizing library resources. RECESS Science Experiment – water. Math – diameter, length, problem solving & creative problems (e.g., Beaver can cut 1 cm in 2 mins. How long will it take to cut a tree 1 m in diameter?) LUNCH Semantic Web (cont'd) • Continuing organizing information from library. • Work in partners. Determine presentation format for visit with Biologist. Access to Arts & Crafts material. RECESS Writing Process – brainstorm and start draft for Futuristic Composition (choice to record work).	Share how writing process is coming along for Futuristic Composition. Put black plastic on windows, turn off lights, audio cassette of beaver sounds. Imagine you are in lodge for an entire month. • Teacher takes notes. • Class creates a draft to story Copy in journals. Illustrate. RECESS Presenting "tips". Finish setting up Research Stations. LUNCH Biologist reads novel to class. Talks about fiction/fact. Recess during presentation. Students present research to class and Biologist is part of audience. Questions come from audience. Students answer. Biologist stands by.	Rehearse Reader's Theatre Share with grade 1 and kindergarten. RECESS Share response from audience and personal feelings about Reader's Theatre. Novel and journal response. Pack displays. Travel to Beaver Creek Have picnic. Tour Beaver Creek. Teacher keeps anecdotal notes on transferance of research info to integrated experience at Beaver Creek. • what they did and didn't do for construction of lair Travel back to school.

Evaluation of Unit

Student Evaluation

- Comment to Teacher regarding journal entries.
- Rating scale to critique self in areas of:
  - on-task behavior
  - setting and accomplishing objectives
  - individual participation in group work
- Sharing personal accomplishments
- Acknowledging areas for further development
- What is the most important research skill(s) learnt...
- What is the most fascinating aspect(s) of beavers that I learnt...

Self Evaluation – Teacher

- Daily journal
  - what was a success and why
  - what areas were problematic and why
  - activities, delivery, classroom management, organization, etc...

Teacher Evaluation of Students

- Anectodal records
  - group process
  - journal development
  - independent work (maturity level)
- Futuristic composition
  - synthesis of information
  - creativity
- Presentation skills (video tape)
  - verbal
  - body language
- Reader's Theatre

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or

Saskatchewan Instructional Development & Research Unit
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Regina, SK
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Phone (306) 585-4309
Fax (306) 585-4880
E-Mail Address (CA*net): sidru@max.cc.uregina.ca

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